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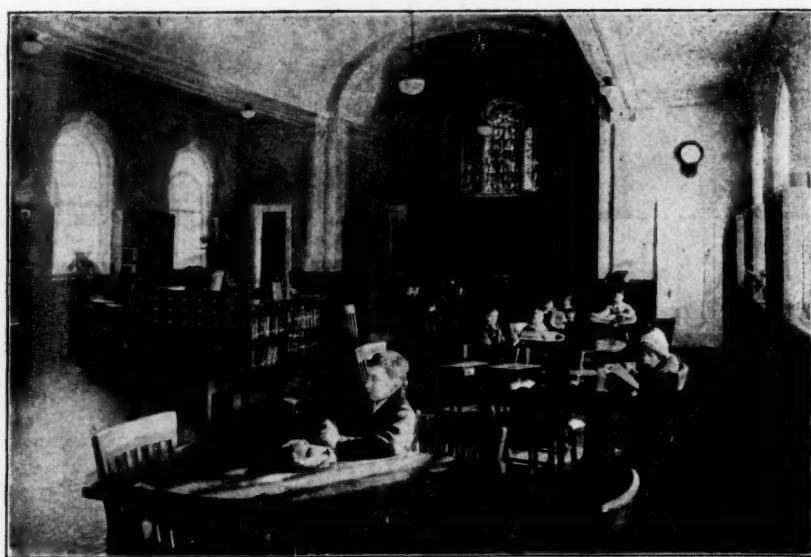
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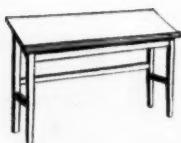
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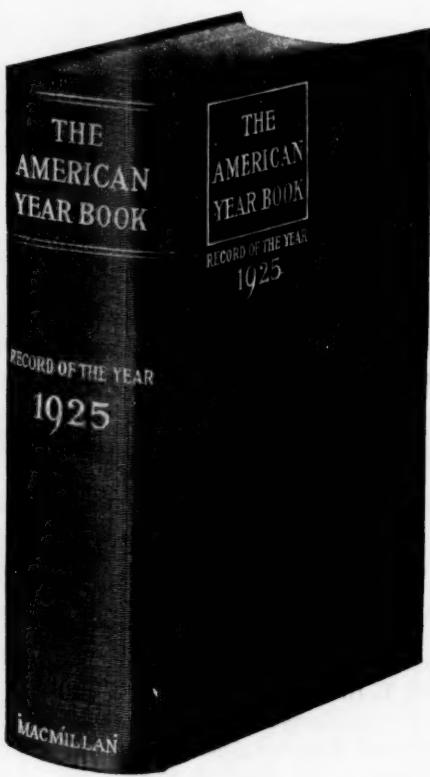
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TWICE-A-MONTH

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The Library and the Teaching of Languages in High School

BY ELSIE COOPER

IN discussing the library as a background in the teaching of languages in the high school, I have chosen to speak specifically of the background for Latin, since that is the subject with which I am most familiar. However, the same type of books would be used in modern languages and the methods of introducing them much the same, with this difference; that far more of the reading has to be done in the language studied. In our school the modern language teachers assign definite amounts of outside reading in certain specified books. This is supplemented by French, Spanish, and German periodicals, some of which are subscribed for by the library, and others by the classes themselves. Any list of books which I might offer would be at second hand.

A cheerful thing about books for a classical background is that comparatively few of the essential ones belong exclusively to Latin and Greek. Most of the books on my list are as important in English and history departments as in the classical.

Three dictionaries: Lewis' "Latin Dictionary," Smith's "English-Latin" and Harper's "Dictionary of Classical Literature and Antiquities" are absolutely necessary; but much discouragement on the part of the children may be prevented if librarians and teachers will guide them in the use of Harper's big green volume which contains so much information and so many cross references. In fact, Harper's is rather a last resort, and an almost unfailing one in hunting an elusive topic.

For all ordinary questions concerning Roman life, social, institutional, and political, I prefer to use the excellent books which are both authoritative and readable. There are many of these and I mention only those I know more intimately and find most useful. Indispensable are Sandys' "Companion to School Classics," Abbott's "Roman Political Institutions," Warde Fowler's "Social Life at Rome in the Days of Cicero," Church's "Roman Life in the Days of Cicero," Botsford's "Story of Rome," and Johnson's "Private Life of the Romans."

These few books with the mythologies of

which I shall speak presently form a nucleus for a classical library and afford material for real comprehension of Roman civilization. To them I would add at least one of Lanciani's fascinating volumes, a good Latin Literature, perhaps MacKail or Simcox, Wilkins' "Roman Education," Davis' "Influence of Wealth in Imperial Rome," Warde Fowler's "Roman Festivals" and his "City-State of the Greeks and Romans," and Munro's "Source Book of Roman History."

Then, because one cannot teach Latin and its background without including Greece, I would suggest Davis' "A Day in Old Athens," Brendon's "How the Greeks Saved Europe," Tucker's "Life in Ancient Athens," and Capps' "From Homer to Theocritus."

In biography, Plutarch's "Lives" may be on the shelf most of the time, but is worth having for the few occasions when pupils may be persuaded to look into it. Warde Fowler's "Julius Caesar," Sellar's "Virgil," and the elementary "Famous Men of Rome" and "Famous Men of Greece" by Haaren and Poland are valuable supplements to the very good biographical sketches given in all our texts.

One is tempted to include many translations, especially of Greek authors, but the list may be narrowed to Leaf, Myer, and Lang's "Iliad," Butcher and Lang's "Odyssey," and Conington's, Dryden's, and Fairfax-Taylor's "Aeneid." The poetical translations are valuable in the fourth year for stimulating attempts on the part of the pupils to translate some passages of Virgil into verse. Many of these attempts may be conscious or unconscious imitations, but why not?

If I could have only one book outside of the texts I would not hesitate a moment to choose Gayley's "Classic Myths in English Literature." It is a library in itself. Afterward I would add Guerber's "Myths of Greece and Rome," Bulfinch's "Age of Fable," and Lang's "Tales of Greece and Rome."

A new book which I have not yet seen but which I hope to have soon is Cunliffe and Showerman's "Century Readings in Ancient Classical and Modern European Literature." The

two names are sufficient guarantee of the value of the work.

Two old friends are Susan Paxson's "Two Latin Plays" and Miss Sabins' "Relation of Latin to Practical Life." Lillian Lawler's "Simple Latin Playlets," published by the Extension Bureau of the University of Iowa, is quite the best thing of its kind that I have ever seen. Her motto is evidently "Brevity and Simplicity," and may the gods hasten the day when all amateur plays are made according to the same recipe.

A little paper bound book recently published by the Rochester (N. Y.) Board of Education, is Mason D. Gray's "Pupils' Companion to the Study of High School Latin." It is a book for which a Latin teacher may be devoutly thankful and which an English teacher should welcome most heartily. It is to be hoped that it will become what it is called—a pupils' companion. Prefixes, suffixes, derivatives, and the history of interesting words are all treated fully yet concisely.

Comparatively little fiction deals directly with classical themes. The older books are too well known to need mention unless it is to stress Kipling's "Puck of Pook's Hill," Davis' "A Friend of Caesar," and Shaw's "Caesar and Cleopatra," but I cannot resist putting in a plea for Erskine's "The Private Life of Helen of Troy," the most refreshing book I have read for some time. It is very modern, but so were the Greeks young and modern when Helen's beauty "launched a thousand ships."

If fiction is a comparatively small part of our background English poetry is the constant companion and firm ally of classical teaching. It is in this field too that it seems to me that librarians may give the greatest assistance in bringing about the co-operation of the teachers of English and the teachers of Latin. Young Latin teachers sometimes do not know the wealth of classical allusions in the poets, and perhaps English teachers do not always realize how interest in poetry may be stimulated by having it read in another class. Would it be possible and feasible to make the library a sort of clearing house for the two departments? Perhaps a notice on the bulletin board announces that the English department is studying Shelley and a list of poems follows of which the Latin teacher is tactfully invited to read as many as she can to her upper classmen. Included in this list are the matchless "Arethusa," the jolly, mischievous "Hymn to Mercury," "Hymn of Apollo," "Hymn of Pan," "Song of Proserpine," "Lines Written for Hellas," "Orpheus," "On the Medusa of Leonardo da Vinci," and the "Tenth Eclogue."

From Keats we cull the "Ode on a Grecian Urn," "Ode to Psyche," "Lamia," and "On

Looking Into Chapman's Homer." Tennyson gives us "To Virgil," "The Lotus-Eaters," "Dream of Fair Women," "Demeter and Proserpine," "Oenone," and the "Death of Oenone," "Ulysses," and "Tithonus." It is impossible to make selections from Milton, for it is all classical and the teacher who knows not her Milton is seriously handicapped in her teaching of Virgil. The Greenough and Kittridge text of Virgil contains excellent parallel passages and allusions and should be in the library of schools which do not use it in class.

Wordsworth's sonnet, "The World is Too Much With Us," and his "Ode on the Intimations of Immortality," belong to the classical department. Morris' "Doom of King Acrisius" and Swinburne's "Atalanta in Calydon" should be read in part. From Rossetti we have "Cassandra," "Pandora," "The Wine of Circe," and "Aspecta Medusa." Surely, too, there is a place in both English and Latin classes for Stephen Phillips' "Ulysses." And the poetic drama is further illustrated by Masefield's "Tragedy of Pompey the Great."

Our American poets take more liberties with classical subjects and as a rule treat them less seriously than the English do; but Lowell's "Eurydice," "Sub Pondere Crescit," and "Villa Franca," and Longfellow's "Enceladus" are notable exceptions. Holmes' "Aestivation" is not very well known, I think, and is delightful fooling. Can't you hand it to the Latin teacher some June morning and ask her if she has thought of putting it on the board for her Virgil class? Many teachers need to be reminded of the classical absurdities in Lowell's "Fable for Critics," and his ridiculous "Kettelopotomachia."

The children are always pleased to discover that one of the most difficult passages in the second book of Caesar's "Commentaries" is almost literally translated by "Miles Standish"; and even in the first year the "Travesties" of Saxe may be read and appreciated. Every child has an inalienable right to the nonsense and fun of "Pyramus and Thisbe," "Orpheus and Eurydice," "Phaëton," "Polyphemus," and the others.

This list is by no means inclusive, and I realize that I have done little more than raise the question which only librarians themselves can answer, and present the problem for them to solve: How is it possible to bring the departments of English and foreign languages together, and show the children that English literature is not confined to the English class room, and that the Greek gods and Roman heroes and the "topless towers of Ilium" exist on other pages than those of Latin and Greek texts?

Work With Negroes in the Southeast

By GEORGE T. SETTLE

IN preparing this paper a questionnaire was sent to the forty-seven public libraries in the territories embraced in the Southeastern Library Association reporting more than 10,000 volumes on their shelves as follows:

The first question: "Are your public libraries open to Negroes and Whites alike?" Of the thirty-three replying twenty-seven answered "no" and six "yes." Jacksonville has a separate room in its main building; Covington—"yes but little used"; Lexington has a separate room; Newport has only six borrowers and only one has drawn books in last six months; Paducah—"yes, but Negroes are not permitted to use stacks"; Asheville sends books to their Negro high school; Huntington and Parkersburg, "yes, but there are no other arrangements to take care of Negroes."

The second question was: "Do you take care of Negro readers in (a) separate buildings; (b) high school buildings; (c) school room collections; (d) stations? Eighteen answered no and fifteen yes to the question—separate buildings. Birmingham has a large room in the colored Masonic Temple; in Savannah Negroes have a separate organization entirely; in Louisville there are three branches, two in Carnegie buildings and one in a high school; New Orleans has a Negro branch; in Durham Negroes have their own library and board of trustees; in Greensboro they have their own library with board of directors and librarian, and a small Carnegie building and appropriation from city; in Raleigh there are two Negro schools with libraries and the state library has a separate reading room for Negroes; Greenville has room in a Negro community house for colored branch; Richmond has a branch in the colored Y. M. C. A. building; and Norfolk has a branch in one colored school.

To the question on the care of Negro readers in high school buildings; twenty-seven answered "no" and six "yes." Tampa discontinued when a separate building was opened; Savannah has a separate organization to take care of Negro readers; in Louisville the third colored branch is in the high school; Asheville hopes to establish a branch in the near future; in Greensboro work is taken care of by separate colored library and three Negro college libraries; Raleigh has two Negro schools with libraries of their own.

"Have you collections in school rooms?" was again answered with twenty-seven negatives and one affirmative. Birmingham has two and would have more if books were available; Orlando has six collections; Tampa discontinued when a separate building was opened; Louisville has

sixty-six collections in twenty-seven buildings; New Orleans, "every school that makes request"; Memphis has some school collections; Parkersburg, "first to eighth grades."

"Stations for Negro readers?" Twenty-nine answered "no"; four "yes." Orlando has one; in Henderson every school is a sub-station to the Negro branch; Louisville has fourteen; Asheville sends books to the high school; Nashville has one.

"Colored branches conducted by colored staff?" Sixteen answered "no" and seventeen "yes." Birmingham has two; Jacksonville, one; Orlando has a librarian and substitute assistant; Tampa has one, and one part-time assistant; Atlanta has two; in Savannah the Carnegie colored library has its own librarian; Henderson has one; Louisville, nine (one head of department and eight assistants); New Orleans, two; Durham, one; in Greensboro the Negro library is separate, with its own board and librarian; in Raleigh there are two Negro schools with libraries; Greenville has one; Chattanooga, two; Knoxville, one, and one part-time student; Memphis has two branches, one white librarian and one colored librarian; Nashville, one, and one student help at station; Richmond, two part-time; Norfolk, two; Roanoke, one full time and one part time.

"What training has the colored staff?" Birmingham's heads of departments instructed the two colored librarians privately in the work of their departments. Jacksonville has a graduate of Florida A. & M. College with no library training except experience in this library. Orlando has college graduate (Morris Brown University) with experience in Morris Brown library. Tampa, "three months in Louisville colored department, part time assistant was instructed at library." At Atlanta no formal training, but both attendants had one or two months' experience in Louisville. In Savannah the librarian of the Colored Carnegie library has an A. B. degree and technical training thru a course "The technical methods of library science"—University of Chicago. Henderson, none except such as could be given by the librarian. In Louisville the head of colored department is a graduate of Hampton Institute and Richmond Theological Seminary with library instruction from heads of departments at main; assistants are high school graduates, some with college experience and all trained by practical experience in the colored department and guided by heads of departments. New Orleans, "trained by heads of departments at main library." A Durham assistant worked with and under Miss Rose of

New York. Greensboro has a college graduate and summer course at Simmons. Raleigh has two Negro schools with libraries. Greenville has a graduate of Virginia Union University, Richmond, with instructions from head of main library. In Chattanooga one had training in Louisville colored department and she in turn trained assistants. Knoxville has a graduate of Knoxville College with graduate work at University of Cincinnati; was Y. M. C. A. secretary, has had no library training except apprentice course in this library. In Memphis the Le Moyne Institute has a white faculty and the Librarian is white; Howe Branch has a colored librarian, neither has had any training. Nashville has a senior at Fisk University with some experience in Fisk library; a student of the station has completed the apprentice class conducted by the colored librarian. In Richmond two public school teachers serve on alternating schedules fifteen hours each per week; one of the main library staff makes a weekly inspection followed by instruction in reference work. In Norfolk each has had a six weeks' course at the main library and continues instruction in cataloging and reference work. In Roanoke, "college education and library training at Hampton Institute; part-time assistant, high school and only practical experience in library."

"Registration of colored readers?" Birmingham reports 6,496, Jacksonville 953, Orlando 710, Tampa 1,209 (cards withdrawn January, 1926, and 226 have registered since), Atlanta 6,633, Savannah 975, Henderson 564, Louisville 7,140 (but readers using books in class room collections and stations are not registered, books charged by name and address), Newport 6, Paducah 320, New Orleans 1,712, Durham 674, Greenville 800, Chattanooga 2,037, Knoxville 1,567, Memphis 6,810, Nashville 3,003, Richmond 997 (six months' operation), Norfolk 3,489, Roanoke 2,763.

"Circulation?" Birmingham reports 46,982 volumes, Jacksonville 6,495, Orlando 9,656, Tampa 5,171, Atlanta 17,837, Savannah (Carnegie Colored Library) 3,720, Henderson 1,617, Louisville 121,972, Paducah 5,980, New Orleans 40,160, Durham 7,230, Greenville 6,000, Chattanooga 16,179, Knoxville 16,458, Memphis 21,662, Nashville 6,572, Richmond 1,000 (a month), Norfolk 13,803, Roanoke 15,007.

"Achievements and plans?" In Birmingham practically all colored teachers, preachers and leaders are helping; the chief need and hope are for a building. In Jacksonville no effort is made to increase circulation while service is given from central library; with a separate building greater use could be shown. Orlando shows an increase in activity along all lines, and it plans to establish class room libraries. Tampa, "Negro population shifting; thought

not wise to build at present." In Savannah the work is steadily increasing at the Carnegie Colored Library. Henderson, "Negroes have good small library and will plan for the future as money is available." In Louisville there is a demand for another branch building but funds are not available. New Orleans, growth is slow but substantial and permanent. Greenville's reading room is well used by teachers and the hope is to develop more readers. In Chattanooga effort has been made to give library service to the Negroes, educating the youth of the race to an appreciation of the library. Knoxville's aim has been to make the colored library building the civic and educational center, placing emphasis on club and auditorium activities. There were 278 meetings with an attendance of 5,157; it is hoped to strengthen the library in this direction. Memphis seems to be at a standstill; "treated as a step-child but expect to re-organize branches and school work." Nashville has fair progress among the more intelligent class, especially with schools and social clubs. Richmond hopes to develop first as a good school library. In Norfolk there is interest on the part of grown people and the children show improvement, they "hope to have library building and trained staff."

"Real need for a Negro library school?" Eight answered "no," nine "yes" and sixteen failed to answer. Birmingham, yes; Jacksonville, "yes and will appreciate information to show one is coming"; Orlando, not as yet; Atlanta, desirable if work is to progress. From Savannah, P. A. Denegall, librarian of the Carnegie Colored Public Library, writes, "yes, for both libraries and library schools"; Louisville, yes, but the school should be in the South to train assistants for work in the South; other arrangements could be made to train Negroes in the North. New Orleans, no. Raleigh is not in position to reply. Chattanooga, "no, but if one were established it should be in the South for Southern Negroes." Knoxville, "difficult question." Memphis, "yes, it would help." Nashville recognizes the need for trained workers. Richmond, "not yet." Norfolk, "It would be fine."

At the round table on work for Negroes at the A. L. A. meeting, Hot Springs, Arkansas, in 1923, I said, "There are only two ways to reach the Negro with public library service: Free and unrestricted use of all libraries—with a cordial welcome; or separate, well organized, well manned libraries, exclusively for Negroes, with every assistance given." I repeat this statement.

The replies to the questionnaire show that I am correct, and that in our territory as a whole, we are not accepting either proposition. The few buildings open to the whites and blacks alike have failed fully to reach the colored reader.

County Library Work on Oahu Island, T. H.

By JULIA C. STOCKETT

BELOW and to the left of the American flag Hawaii's colorful emblem often appears—a symbol of the Territory of Hawaii, annexed by the United States in 1898. The Jack fills the upper left hand corner and eight red, white, and blue stripes tell the story of the eight inhabited islands of the group. A glance at the map shows how these islands follow natural lines of division into four counties; Kauai, Oahu, Maui, and Hawaii. The Territory can claim one hundred per cent in county libraries, for each county has a well equipped central library and an adequate county system.

From 1879 until 1913 the Honolulu Library Association had charge of the city's work. In the latter year it merged with the Library of Hawaii and the Hawaiian Historical Society. The territorial legislature voted funds in 1909 and Andrew Carnegie gave one hundred thousand dollars for a library building which was opened in February 1913.

To-day a beautiful, spacious building, in the gorgeous surroundings of the tropics, is one of the artistic centers of Honolulu. The adjoining park sets off the Archives and the old Royal Palace, now used as the Capitol Building. Across King Street is Kawaiahao Church, built from solid blocks of coral, which zealous natives carried and put into place in the early days of the missionaries. The Judiciary Building, with a statue of Kamehameha I, is opposite the Capitol and close by the Administration Building will soon be opened. Further down is the Federal Building, commodious and airy, with rows of arcades. The Library's location in such

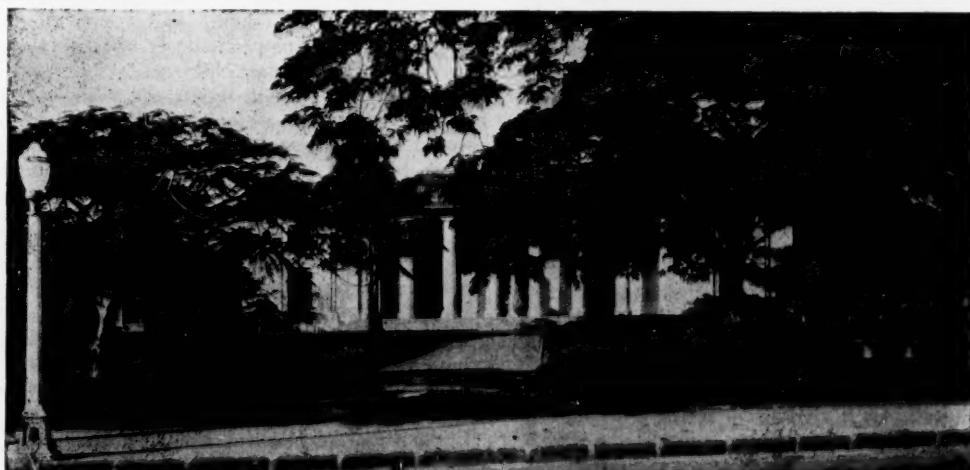
a civic center, its general accessibility, and the beauty and hospitality expressed in its building and surroundings are an inducement to the citizens to make use of it.

There is a sense of repose in the huge monkey pod tree against a setting of Doric columns. But the repose is animated. Hawaiian, Japanese, Chinese, Portuguese, Korean, Philippine, Samoan, and haole (white) children are reading on the lawn and broad lanai and flocking in and out of the children's room.

The reference department is filled, often beyond capacity, with high school and college students, the usual reference workers, and tourists from all over the world. Dull moments scarcely exist.

The loan desk, too, is equally busy. Saturday morning sees a crowd waiting at the doors and there is little cessation until late in the afternoon. One must remember many local differences; Chinese cards are filed by the first name (unless an enterprising member of the newer generation prefers "Jack" or "Rosalie"), nor is it necessarily a mistake in spelling for an Hawaiian name to have several successive vowels. By the time you believe you can distinguish Korean, Chinese, and Japanese types in American clothes, a glance at the card proves otherwise. Of one thing you can usually be sure; wherever there is a particularly happy smile, the owner is apt to be part or wholly Hawaiian.

No one could possibly foresee when the library was opened in 1913 that nineteen librarians and seventeen pages would make up the



THE LIBRARY OF HAWAII IS BEAUTIFULLY SITUATED WITH OTHER CIVIC BUILDINGS IN A FINE PARK

staff of the library today nor that so generous a building would soon be outgrown. The grounds were nearly doubled in extent by the last legislature and it is confidently hoped that the plans for increasing the size of the present building will be approved at the next meeting in February.

Briefly, to give the accomplishment of a year: A well-equipped bindery repaired 8,225 books in 1925; a modern cataloging room cataloged 15,006 volumes in the same year; the reference department answered 12,250 questions; 374 meetings were held in the library's auditorium and conference rooms; 13,684 children were reached thru story telling; and the complete circulation was 324,286 books and magazines. Over 48.7 per cent of the circulation was adult and 50.4 per cent non-fiction.

These figures throw light from another angle on the theory sometimes expressed that reading and study are more closely allied with temperate climates and inclement weather. Outdoor life holds, of course, a prominent place in any climate so charming as that of the Hawaiian Islands but an amazing amount of serious work and study is accomplished.

One of the departments whose growth has kept pace with that of the main library is the stations department. In 1913 a traveling library system was started with a group of twelve stations and by 1918 there were 192 stations on the different islands; 2,364 volumes were distributed in 1913 and 13,538 in 1918. In 1922 there were three hundred stations receiving twenty-five thousand books a year. At the meeting of the legislature in 1921 a county library bill was passed and today there are four active county libraries. Last year Kauai had twenty-four stations and circulated 146,192 books; Maui fifty-one stations and a circulation of 64,506; and Hawaii 128,547 books reaching eighty-one stations. The work of each of these well equipped libraries is an alluring path of digression. Each has grown rapidly and developed to meet the conditions of its own county. In all, six trained librarians are employed; three at Hawaii, two at Maui, and one at Kauai.

The extension department of the Library of Hawaii, while still co-operating with the other libraries as needed, now concentrates its attention on its own ninety-seven stations. Fifty-eight are in schools, twenty-two in communities,



RACIAL TYPES ARE VERY VARIED IN THE ISLANDS

ten in institutions, and seven in welfare centers. Seventeen reading rooms are conducted in connection with these libraries.

Visits to Honolulu's thirty-eight stations in English speaking schools show a most gratifying demand for reading. At the main library it is not physically possible to circulate books to children below the third grade but at the schools an

attempt can be made to reach them. Circulations make clear that the libraries are highly appreciated. In eight of them the Normal School cadets do their library practice work under the supervision of the children's department.

Twenty English speaking country schools are on the county list. Many of the teachers have had the course conducted by the Library of Hawaii at the Territorial Normal School and can give that personal impetus to reading which is helpful with children on the far off plantations.

Trips to the country schools are a happy time for both the visitors and the pupils. The children's room provides the story-teller and never has she had more flattering, concentrated attention nor more earnest requests for future visits. At one distant plantation the principal asked if he could bring the children to Honolulu in trucks for the library's next story hour!

After library business is finished, the children often have a program, exhibits of work, a flag drill or part singing of some of their favorite songs for the visitors. Music holds an important place in the schools and many of the Hawaiian songs are particularly effective when sung by the plantation children.

A day's drive about the Island takes one to many communities where the lack of libraries would be a serious default. For the most part these libraries are connected with plantations and wireless stations. They are largely patronized by white people but also to some degree by English-speaking Orientals, Portuguese, and Hawaiians.

The territorial institutions are given much the same kind of service as those on the mainland where such work is carried on by a state commission or a board of control. Penal institutions, hospitals, orphanages, homes for the feeble minded, deaf, and blind are cared for. Leahi Home for tubercular patients is a growing station. Kalihi Hospital receives cases of suspected leprosy. Patients often remain there for

a year or more and, being strictly quarantined, welcome new books for their permanent collection. The Shriners' Hospital for Crippled Children is one of the most enthusiastic of all Oahu's stations. The children are always eager for more books and the coming of the story-teller.

Seven welfare centers are important as distributing agencies. Besides branches of the Y. M. C. A., a settlement, a mission, and a Young Men's Buddhist Association are active. A newly established station at the Honolulu Iron Works promises to be an interesting experiment.

A unique branch is Midway Island, a cable station half way across the North Pacific Ocean. Fifteen people live there and, aside from messages, they are cut off from the world except when the cable boat arrives once in three months. Libraries are sent four times a year and are

always preceded by a cablegram to Honolulu with special requests. A recent letter from Midway, in speaking of "The Travel Diary of a Philosopher" and other works on Far Eastern subjects says, "That our secluded spot should be favored with such library service is to be considered one of the blessings of our present monotonous existence. I, for one, shall find plenty of pleasurable hours in which to forget myself and follow Count Keyserling in his pilgrimage."

Space forbids for the present description of the competent and unusual work being done by the three other county systems. Equally interesting are the libraries of the University of Hawaii, Punahoa Schools, the McKinley High School, the Territorial Normal School, the Army and Bishop Museum, but each is, in itself, a complete story.

Library Resources in the Southeast

A COMPARATIVE STUDY OF SOUTHEASTERN PUBLIC LIBRARY BUDGETS, BOOK RESOURCES, AND STAFFS AND NATIONAL STANDARDS, BY TOMMIE DORA BARKER

As a basis for this study a questionnaire was sent to the five hundred and twenty-eight cities in the ten southeastern states having a population of 2,000 and over. About 240 replies of sorts were received, including public, subscription, and club libraries, high school libraries, college libraries, those returned by the post office, and those returned by some citizen at large with the information that there was no library. From these replies, supplemented by data from the reports in those states having commissions, usable figures were obtained for one hundred and fifteen public libraries, limiting the definition of the term public to those libraries receiving funds from public taxation.

For these cities included, calculations have been made separately for those twenty-six places with a population of twenty-five thousand and over, and for the eighty-nine places from two to twenty-five thousand population. Figures are for the most part those for 1925.

Budgets

For the twenty-six libraries in cities of twenty-five thousand population and over the aggregate income amounts to a total of \$905,370 which gives an average of thirty-six cents per capita. The total circulation of volumes is 6,266,609, an average of two and one-half books per capita. The population served by these libraries is about two and one-half million. For the eighty-nine libraries in cities of two thousand to twenty-five thousand population the aggregate income is \$317,053.32, or \$.26 per capita—\$.10 less than for the first class; the circulation of books is 2,582,006, or 2.1 per capita circulation, a little less than the average for the

first class. The population served is 1,219,850. The averages for the one hundred and fifteen cities are \$.31 per capita income, and 2.3 per capita circulation.

Of course the minimum appropriation recommended by the A. L. A. is one dollar per capita. This is an ideal yet to be attained by most libraries, so to get a comparison with relative rather than absolute standards, the statistics of the libraries of New York state on these same points are given. The figures are for cities of two thousand and over population. New York libraries in this class have thirty-five cents per capita income from tax; but, including income from other sources, fifty-three cents per capita. They have a circulation of 4.2 volumes per capita. From these figures it seems that in per capita income from public tax the libraries in the southeast approach very nearly the per capita income of the libraries in New York state from this source. While the income from other sources brings the per capita income for New York libraries up to fifty-three cents per capita, the amount received from sources other than public funds by southeastern libraries is negligible. Also, while New York libraries show a circulation of 4.2 to the southeast's 2.3 volumes, we must take into account the fact that the calculation for the southeast is made on the basis of total population of the cities included, in many of which the population is from thirty-five to fifty per cent Negro and with no provision for library service to the Negroes in most of the cities.

Book Collections

For the libraries of both the larger and smaller cities the average number of volumes

per capita is the same, namely .5 of a book, the total number of volumes in the one hundred and fifteen libraries being 2,081,633. Mr. Thomson in his book on "Reasonable Budgets for Public Libraries" says that a minimum of one book per capita might be considered as constituting a fair working collection, provided it is a *fresh* collection of books. The group of New York libraries as instanced above have 1.34 books per capita.

The record of volumes added during the past year shows that in twenty-three libraries in cities of twenty-five thousand population and over 122,537 volumes were added, an average of 5,325 volumes per library; in seventy-five libraries of the second group of cities, 61,310 volumes were added, an average of 817 to a library. This would seem to indicate that the collections were fairly fresh.

Staffs. In regard to staffs, information was requested as to the number of the staff, number having had training of one year or more in a library school, number having training class or apprentice class training, number having a summer school course in library work, and whether there were any educational requirements governing appointment to staff.

Twenty-five libraries in cities of over twenty-five thousand population reported on the staff. The total number on the staffs of the twenty-five libraries is four hundred and three; seventy-three, or 18 per cent, have had at least one year in a library school; one hundred and sixty, or 40 per cent, have had training class or apprentice class training; forty, or 10 per cent, have had summer school training; one hundred and thirty, or 32 per cent, have had no training at all; eight of the twenty-five have no one on the staff who has had library school training; and sixteen of the twenty-five report that there are educational requirements for appointment to the staff. Ten of the sixteen state the requirements. High school education is the most frequent qualification listed. One library states high school for apprentices, college and library school training for heads of departments; another states, "try to keep half of staff library school graduates; high school education for apprentices;" another reports that two years of college are required for non-professional positions, and library school training for professional positions.

Seventy-seven cities of two thousand to twenty-five thousand population reported on the staffs. The total number on the staffs of these seventy-seven libraries is one hundred and sixty-one; twenty-two, or 13 per cent, have had library school training; twenty-four, or 15 per cent, have had training class or apprentice class training; nineteen, or 12 per cent, have had summer school training; ninety-six, or 60 per cent, have

had no training at all; fifty-six of the seventy-seven libraries have no person on the staff who has had library school training.

Of the seventy-seven, sixteen report that there are educational requirements for appointment to the staff. One states that the librarian must have had training; one that summer school at least is required, while the others either do not specify requirements or state "high school education."

A Library Weather Vane



UNUSUALLY APPROPRIATE IS THE DESIGN OF THE VANE SURMOUNTING THE NEW MUNICIPAL REFERENCE LIBRARY AT BATTERSEA, ENGLAND. THE DONOR OR THE MAKER OF BOOKS IS FREQUENTLY HONORED IN THE DECORATIVE FEATURES; HERE THE READER COMES INTO HIS OWN.

"*Floral Life of Western Pennsylvania*," a bibliography prepared for the magazine *Trillia*, by Justina J. Baron, of the Carnegie Library School, has been reprinted in a limited number for distribution at the library.

Do School Librarians Believe in Evolution?

ALL who attended the conference of Eastern School Librarians that was held in the library of the Warren G. Harding High School, Bridgeport, Connecticut, on Saturday, May first, will know the answer.

Consider the school library of but a few decades ago, whenever it existed at all—some room in the building, small, dark and inconvenient of access. No matter, it would do for the school library! Was the shelving too high, were the volumes unclassified, uncataloged, shabby, tied up in bundles, and covered with dust? So much the better, for in that case, fewer students would be attracted thereto, and the custodian, chosen for the position because of her lack of fitness for any other occupation, might be left more and more to her beloved solitude.

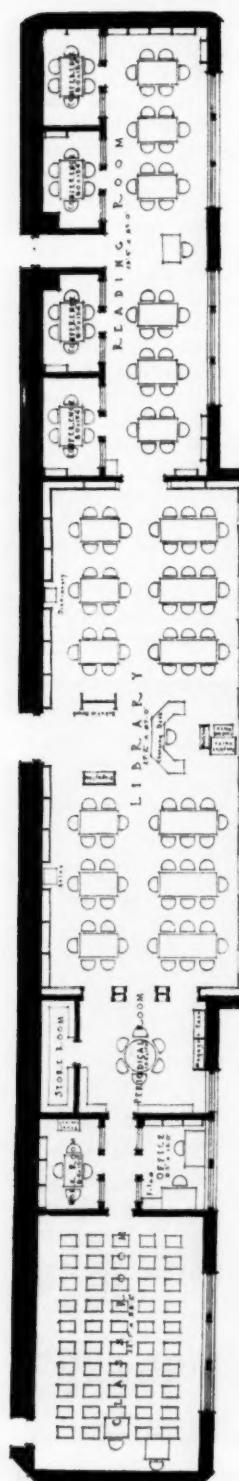
To eastern pioneers in the field of modern school library work, who have frequently shuddered at this popular conception of the fossilized work of their department, the recent visit to the library of the Warren G. Harding High School was of the nature of a pilgrimage to Mecca! There they found enshrined at last, a material realization of the dreams and visions of years.

The plan of the library, which includes a main reading room, reference room, four conference rooms, class room, librarian's office, work room and store room, measures up to, and indeed surpasses, the "Certain" recommendations in regard to high school library standards adopted by the N. E. A. and the A. L. A. The reading room, with its cream colored walls, mural decorations, wrought-iron fixtures, shelving and woodwork of rich mahogany, formed a particularly effective setting for the meeting, and the conference rooms, in combination with the reference room, were particularly susceptible to a suitable arrangement of exhibit material. In one of these "booths" was flaunted the orange color ever associated with the publications and supplies of Gaylord Brothers of Syracuse. In an adjoining booth, Miss Edith Phelps, of the H. W. Wilson Co., invited an exchange of opinions on mooted bibliographical questions and urged co-operation in connection with the editing of Part II of the new High School Catalog, soon to be published in dictionary form.

An attractive exhibition was offered by the National Bindery Co. of Springfield, Mass., and



THE WARREN HARDING HIGH SCHOOL LIBRARY AT BRIDGEPORT, LOOKING TOWARD THE READING ROOM.



LIBRARY SUITE AT THE WARREN HARDING HIGH SCHOOL AT BRIDGEPORT

Miss Voight, from the Library Bureau, displayed an inspiring number of floor plans of school libraries meeting accepted standards. Several of these will be described and illustrated in the *LITERARY JOURNAL* in the near future. Other exhibit material displayed on individual tables and shelves of the reference room, attracted attention with such alluring captions as "Useful State Lists and other Bibliographical Tools"; "Book Reviewing Periodicals — Do You Contribute to Their Support?" "Helps in Preparing Lesson Plans"; "A. L. A. Publications"; "Greetings from the Democrat Printing Co.," etc.

Miss Mary E. Hall, librarian of the Girls' High School, Brooklyn, affectionately regarded as the "dean" of school librarians, presided at the morning session introducing in turn, Dr. Carroll A. Reed, superintendent of schools, Bridgeport, and Mr. Ralph Hedges, Principal of the Warren G. Harding High School, both of whom extended cordial welcome and expressed a hearty desire to co-operate in promoting the welfare of school libraries. Mr. Edward B. Caldwell, Jr., associate architect of the building, Miss Mildred Pope,

librarian of Girard College Library, Phila., and Miss Anna Hempstead Branch, of the Poets' Guild, Christadora House, New York City, whose poems are familiar to all true poetry-lovers, were speakers. Mr. Caldwell urged the school librarian to overcome her modesty and more aggressively make known her wants. No longer should her slogan be "Let us have peace!" but rather "Let us have what we need and we will show you what we can do!" Miss Pope, in a delightful practical and inspirational address reviewed graphically as well as bibliographically, the field of modern literature in its relation to the needs of the school library.

Whoever had not previously heard of the work of the Poets' Guild at Christadora House, New York City, must surely have registered a vow to investigate promptly, after hearing of its foundation and subsequent work from Miss Anna Hempstead Branch. In conclusion, Miss Branch recited two of her own exquisite and familiar poems "My Mother's Words," and very appropriately, "Connecticut Roads."

The afternoon round table meeting conducted by Miss Adelaide B. Zachert, supervisor of school libraries, Pennsylvania State Education Department, afforded relief to all who may have had suppressed desires to talk over their current problems with kindred souls. Many participated eagerly in the discussion of such familiar but even new questions as meeting the demands for books; instructions in the use of the library; advertising the library among teachers and students; mutilation of books; theft; how to prevent overdues; securing students' help; the growing demand for short, thin books.

To all who have believed in the magnificent possibilities for the promotion of education that lie within the realm of the school library, a visit to the Warren G. Harding High School is heartily recommended. There it will be brought home to them that they have not dreamed vain dreams; that they have not hitched their wagon to an unattainable star; that they may at last, claim their rightful, hard-earned place in the educational firmament.

*Abridged from the report of
FLORENCE ADAMS ALLEN, Secretary.*

The Library

THE library of the Warren Harding High School extends across almost the entire front of the building, and is divided into five rooms.

The main library, which is in the center of the group, seats comfortably about ninety, and is connected at one end by large folding doors with an additional reading room, accommodating thirty-six students. Across one side of this

are four conference rooms, each supplied with a table and six chairs.

At the other end of the main library is a periodical alcove, off one side of which is a large supply closet. Leading from the alcove is a short hallway with the library office on one side and the work room on the other. At the end of the hallway is the library class room.

A large mural painting of Learning guiding Industry tones in beautifully with the general library color scheme of tans and browns. The wood work and furniture are mahogany.

The library, which will accommodate about ten thousand volumes, now has about 2,500. Most of these are new books purchased since the organization of the library last fall.

The school, which has an enrollment of 1,300 students, was opened for the first time last September. Caldwell, Walker, and Beckwith of Bridgeport were associate architects, and William B. Ittner of St. Louis, consulting architect.

MARTHA SCOTT STUART, *Librarian.*

Free On Request

The *Juvenile Braille Monthly*, published by the Lions Clubs, is being sent free to residential schools for the blind and it may be obtained for other blind children free on application to the respective presidents of the local Lions Clubs.

Another periodical for the blind available free on request is the recently founded *American Review for the Blind*, obtainable from H. W. Riecken, 730 Fifth Avenue, New York.

The Boston Athenaeum announces that the third volume of Mr. Bolton's "Portraits of the Founders" is about to appear. The author has mounted on cards the entire set of portraits numbering about one hundred and thirty, illustrating every face as far as known of an immigrant to this country before 1701 with appropriate text under each picture.

This collection will be lent for two weeks to any library that cares to pay the trifling express charge.

Single copies of a nine-page mimeographed list on "Available Material for the Sesquicentennial Celebration," will be mailed to libraries requesting it by the Playground and Recreation Association of America, 315 Fourth Avenue, and additional copies for ten cents each. The list includes dramatizations of the signing of the Declaration of Independence for groups of different ages; other plays of the colonial period; pageants, recitations, a selection "for the book shelf," music—operettas, cantatas, choruses, etc. Publishers and prices are included.

Books on "The Poetry of Our Own Times"

BOOKS recommended in "The Poetry of Our Own Times" by Marguerite Wilkinson, in the A.L.A. Reading with a Purpose series, and ready about June 1, are:

Eastman, Max. The enjoyment of poetry. Scribner, 1923. \$2.

Monroe, Harriet, and Alice Corbin Henderson, eds. The new poetry. Macmillan, 1923. \$2.50.

Rittenhouse, Jessie B., ed. The little book of modern verse. Houghton, 1913. \$1.50.

— The second book of modern verse. Houghton, 1919. \$1.50.

Wilkinson, Marguerite. Contemporary poetry. Macmillan, 1923. \$2.

— New voices. Macmillan, 1921. \$2.25.

Untermeyer, Louis. Modern American and British poetry. Harcourt, 1923. \$1.20.

Motion Pictures Based on Literature

SELECTED BY THE NATIONAL BOARD OF REVIEW
BARRIER, THE. Metro-Goldwyn. 7 reels. Stars: Lionel Barrymore and others. Half-breed girl parted from her lover in Alaska; from the novel by Rex Beach (Burt).

BEVERLY OF GRAUSTARK. Metro-Goldwyn. 7 reels. Stars: Marion Davies, Antonio Moreno. Comedy of American girl who disguises herself as king of principality; from the novel by George Barr McCutcheon (Grosset).

BLIND GODDESS, THE. Famous Players-Lasky. 8 reels. Stars: Marie Dressler, Jack Holt, Esther Ralston. Social melodrama of maternal sacrifice; from the novel by Arthur Train (Scribner's).

LA BOHEME. Metro-Goldwyn. 9 reels. Stars: Lillian Gish, John Gilbert. Sacrifice of frail little French seamstress for young playwright; from Henri Murger's novel, "Scènes de la Vie de Bohème."

EQUISITE SINNER, THE. Metro-Goldwyn. 6 reels. Stars: Conrad Nagel, Renée Adorée. Man abandons family and business connections to turn gypsy; from Alden Brook's novel, "Escape" (Scribner's).

MARE NOSTRUM. Metro-Goldwyn. 11 reels. Stars: Alice Terry, Antonio Moreno. Young Spanish sea captain, a beautiful siren, and submarine warfare in the Mediterranean; from the novel by Vicente Blasco Ibañez (Dutton).

MISS BREWSTER'S MILLIONS. Famous Players-Lasky. 8 reels. Star: Bebe Daniels. Movie extra falls heir to unexpected millions; from the George Barr McCutcheon's novel "Brewster's Millions" (Grosset).

RED DICE. Producers Distributing Corporation. 7 reels. Star: Rod La Rocque. Ex-soldier becomes involved with insurance agents and bootleggers; from Octavus Roy Cohen's novel "The Iron Chalice" (Little).

RUNAWAY, THE. Famous Players-Lasky. 7 reels. Star: Clara Bow. Broadway flapper flees for her life to the Kentucky hills; from Charles Neville Buck's novel, "The Flight to the Hills" (Doubleday).

Who Can Lend?

"The Hermit of the Culebra Mountains," by Everett McNeill, is wanted for a short time by Marion H. Fiery, Children's Book Department, E. P. Dutton and Company, 681 Fifth Avenue. Can any library lend this out-of-print work?

The New Bedford (Mass.) Public Library has issued a classed catalog of its extensive collection of books in French.

Installment Buying

A SELECTED LIST OF REFERENCES, 1925-1926, PREPARED BY MARY ETHEL JAMESON

IN the foreword to the report on installment buying recently made by the Farmers Loan and Trust Company, Mr. Perkins, president of the Bank, has said, "This type of buying has recently so greatly increased in volume that it has become not only an important influence in the distribution of many commodities but now constitutes a real factor in banking."

The following figures quoted from the same report show the estimated purchases in 1924 on the installment plan: Automobiles, 75 per cent; washing machines, 75 per cent; vacuum cleaners, 65 per cent; phonographs, 80 per cent; pianos, 40 per cent; jewelry, 25 per cent; radio, 13 per cent.

The literature on installment buying has grown enormously within the past six months and this bibliography is only a selection of articles appearing in the journals and newspapers for the most part since the beginning of 1925. A few entries antedating this period are included for special reasons. An effort has been made to cover a wide range of interests, commercial, retail trade, banking and industrial as well as a wide range of opinions from the dark picture of imminent ruin to the broader view of expanding business.

The annotations attempt to set forth the trend of thought or opinion in the article or address except where this is obvious in the title.

The question of installment buying of real property has not been included in the list inasmuch as this has long been regarded as an approved method of acquiring ownership. However, the scope of this bibliography includes both luxuries and necessities.

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Mercantile Trust Company of St. Louis advertises 'Buy money on easy payments.'
Anderson, C. F. A dollar down, a dollar a week. Is it a blessing or a curse? *Northwestern Banker*, March 6, 1926, p. 12-13.
Arguments for and against installment selling before National Business Conference at Babson Park, Mass. *Commercial and Financial Chronicle*, Oct. 3, 1925, v. 121, p. 1635.
Extensive abstracts of speeches made at Babson Park Business Conference, by H. P. Sheets, W. N. Taft and S. G. Rosson.
Ayres, L. P. Where is installment selling taking us? *System*, April 1926, v. 49, p. 497-500.

First of a series of articles to appear in *System*. Col. Ayres outlines advantages and dangers of the practice.
Baker, Benjamin. Question of credit. *Annalist*, March 26, 1926, v. 27, p. 433-34.

Brief note.
Bankers differ on menace of installment buying. *American Banker*, Oct. 23, 1925, v. 90, p. 1.
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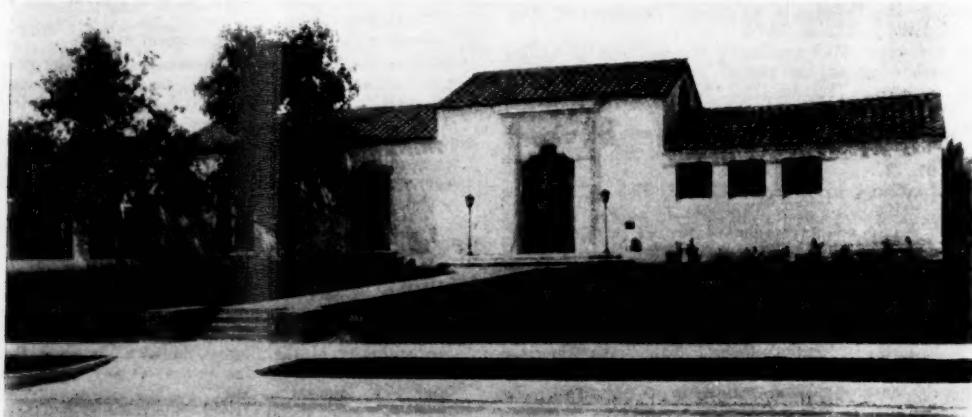
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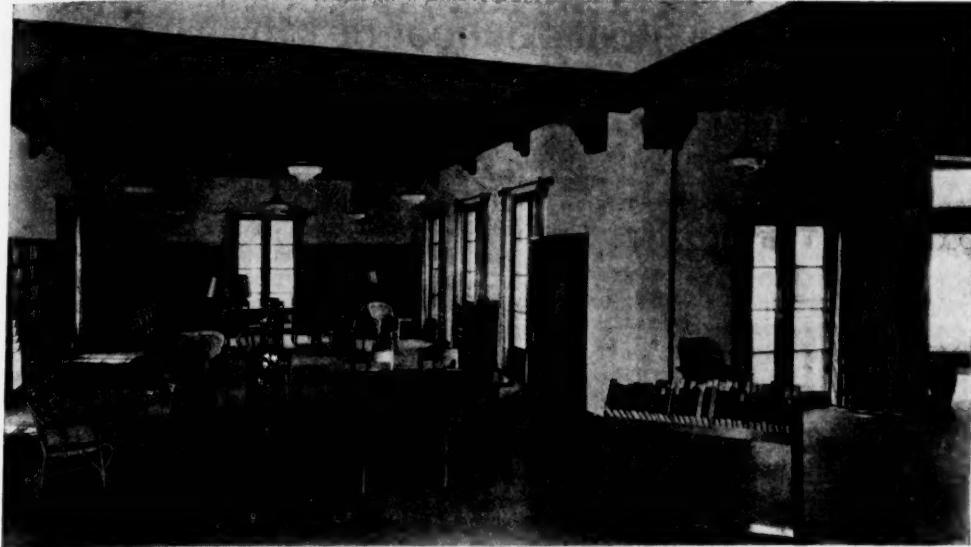
A Pasadena Branch Combining Beauty and Use



ONE of the most attractive buildings erected in Pasadena, Calif., during the past year, is the branch library situated on the corner of Hill Ave. and Green St. It supersedes the in-

adequate little building formerly known as East Branch and, owing to its new location, bears the name of Hill Avenue Branch.

A bond issue of \$50,000, voted in 1924 to



DRAPERY, EASY CHAIRS AND FLOOR LAMPS GIVE AN EFFECT OF COMFORT

provide grounds and building, was employed to the best possible advantage, and the combined efforts of those who were responsible for its expenditure have produced one of the most beautiful branch libraries in the country. It covers half a block of ground which is being planted with the choicest of ornamental shrubbery, and the site commands an unobstructed view of the mountains. The building is of Mexican Colonial design, constructed of hollow tile covered with white plaster and finished off with a red tile roof. Marston, Van Pelt and Maybury were the architects.

A pleasing effect has been achieved in the approach to the front entrance by a wide brick walk corresponding in color to the roof. The walk widens at the entrance into a low porch which is flanked on either side by wrought iron lamps. A plain façade broken by irregular windows and ornamental iron gratings indicates the scheme of Spanish architecture. At the vestibule, there are double doors of leaded glass set into a frame of handturned wood, and glass side partitions which admit additional light.

The main part of the interior is divided into three unbroken sections which open into each other and give an impression of spaciousness. These consist of a reading-room for adults, measuring 36x23 feet; a space for charging-desk, book-stacks, pamphlet and picture filing-cases and index-table; and a boys' and girls' reading-room, 36x29, which faces the front entrance. A charming fireplace adorns the far end of this room, while floor lamps and cozy chairs add comfort to the adult reading-room. Oak of driftwood gray hue was used for wood-

work and furniture in this part of the building, and monk's cloth hung from wrought iron rods for window draperies.

A distinctive feature is a patio entered thru French doors from the adult reading-room or boys' and girls' room. It is enclosed on three sides by outer walls of the building and on the fourth by a garden wall. Large avocado trees lend it shade, and a pergola extending the length of one wall, partially sheltered by a low coping and overhead beams, forms a delightful out-of-doors reading-room.

To simplify the work and supervision the work-room is located so that the charging-desk can be watched while work is being done there. The telephone is in this room, and lights and the unit-system furnace are controlled by switch-boards within easy reach of the librarian's desk. Closed cupboards and roomy shelves line the walls and a convenient place is provided for mending. Deliveries are made from the outside entrance.

Ivory colored woodwork and chintz draperies lend a cheerful atmosphere to the rear of the building, reached by a doorway at the end of the boys' and girls' room and from the delivery entrance. Most of this space is devoted to staff quarters, janitor's closet and a stairway to the basement. There is also a club-room for story-hours and other meetings, so arranged that additional seating capacity may be obtained by throwing open double doors to staff-room, hall and outside pergola.

The branch is in close proximity to an active business district and adjacent to the high school.

G. A. DIEHE.

Columbia University School of Library Service

IT is announced by President Butler of Columbia University that a School of Library Service had been authorized and organized as part of the University's educational system and would be in readiness to receive students at the opening of the next academic year in September.

The School of Library Service is to be an advanced or graduate school, and will accept properly qualified and college-trained men and women for a two-year course in subjects pertaining to library organization, library administration, and library service to the community. The establishment of the School at this time is made possible by an annual grant for its support made by the Carnegie Corporation of New York.

The Regents of the University of the State of New York have voted to transfer to Columbia University the New York State Library School now maintained as part of the State Library at Albany and which is itself the successor to the first library school which was started when Columbia was at Forty-ninth Street in 1887, on the initiative of Mr. Melvil Dewey, then librarian of Columbia. When Mr. Dewey accepted the post of Secretary of the Board of Regents in 1888, he was made also Director of the State Library, and the Library School which he had founded was transferred to Albany to be carried on under his direction. It has been maintained there successfully for nearly forty years and is now to be transferred back to Columbia to become part of its School of Library Service. Similarly, the Trustees of the New York Public Library have voted to transfer to Columbia the Library School which they have successfully maintained, in order that it too may have the benefit of university association and full university co-operation.

Pending the completion of University Hall, in which it is intended to provide for the general libraries and reading-rooms of the University, the work of the School of Library Service will be carried on in East Hall, which will be available upon the completion of John Jay Hall in September next.

Dr. Charles C. Williamson, director of university libraries, will also be director of the School of Library Service, the work of which will be under the supervision and direction of an administrative board after the fashion of the schools of architecture, business and journalism, university extension, and the summer session. Mr. Frederick Coykendall, chairman of the Committee on Education of the Trustees, Mr. Frank D. Fackenthal, secretary of the University, and Dr. Williamson have been designated by President Butler as a Committee on the Organization of the new school. The full membership of the

Administrative Board has not yet been announced.

The University has accepted a suggestion of the Regents that only the junior year of the course at Albany be discontinued at the close of the present school year, and that the senior year be conducted at the State Library as usual until June, 1927. The new school at Columbia will therefore offer only the first year's work in 1926-1927. In the following year, however, it is planned to give advanced graduate courses leading to the master's degree. It is expected that a student registered in the School of Library Service may also become a candidate for the degree of doctor of philosophy.

The curriculum for the first year's work will follow in the main the suggestions of the Board of Education for Librarianship for graduate library schools. A bachelor's degree from an approved college or university will be required for admission. An undergraduate course may be established later if there proves to be a real need for it.

The faculty for the first year will consist of five full-time members, probably all of professorial rank, and drawn for the most part from the senior members of the faculties of the two schools that are being consolidated. To this full-time staff will be added as lecturers several well-known librarians. Further additions will be made to the faculty in the following year to aid in carrying on the advanced graduate work.

The tuition fee in the School of Library Service will be the same as in the undergraduate colleges and in all the other professional schools of the University, that is, \$10 per point, or about \$300 a year for students taking the regular course. After the School is once established it is expected that a number of scholarships will be available.

In its forty years, two at Columbia and thirty-eight at Albany, the New York State Library School has matriculated in its two-year course eleven hundred students and in its summer sessions something over seven hundred. Since 1902 it has been a graduate school, requiring for admission a bachelor's degree from a college of recognized standing.

The eleven hundred regular students have come from thirty-nine states and eleven foreign countries. Twenty per cent of them have been men, and of these somewhat more than two hundred men, eighty per cent of those now living are still in library work. Close to seven hundred both men and women are regularly engaged in library work.

The foreign countries that have sent most stu-

dents are the Scandinavian countries, nearly forty having come from Norway alone, while Denmark and Sweden have contributed smaller quotas.

The Library School of The New York Public Library was established in 1911, and is consequently about to complete its fifteenth year of work. Its location in New York City and in connection with the New York Public Library gave it strong drawing power from the start, and its yearly enrollment has been among the largest of the several library schools in the United States. With the close of 1925-26 about five hundred persons will have received diplomas or certificates or both. Of this number almost ten per cent have been of foreign origin, the number of countries other than the United States represented being fifteen. Practically all parts of the United States in which library work is at all active have sent students to its classes. About three hundred and fifty of the former students are still in library work.

In the second year of its existence the School inaugurated a senior curriculum, differing from that offered at any other library school and designed to provide appropriate preparation for specialized forms of library work. Altho this senior curriculum has never been extended into a full second year, it has anticipated in principle many of the more recent proposals regarding advanced library school study and should lend itself readily to the natural development of such work at a university library school.

Course in Library Science at the University of Michigan

THE University of Michigan is planning to offer instruction in library science, beginning next September. The work will be given in the senior year of the College, and in the Graduate School. It is planned, in accordance with the recommendation of the Association of American Universities, to confer the degrees of bachelor of arts in library science and master of arts in library science.

Entrance to the courses in Library Science in the College will be open to students who have completed three years of University work, either at Michigan or elsewhere, provided that they have made a record in their previous study of more than average ability. In effect, they must show that they have what is sometimes called an "honor standing." In addition, they must be able to read simple French and German or one other modern language, and it is possible that additional requirements will be imposed which will insure a high degree of scholarship on the part of students in library science. These details are being worked out at the present moment, and will be announced later, as will the faculty appointments.

The work in the Graduate School will make the same linguistic requirements, and in addition will require at least twenty-four hours of academic credits with a high grade of performance in library science taken either at the University of Michigan or another library school. Students of ability will probably be able to secure the degree of master of arts in library science at the end of one year's study. The degree, however, will not depend solely upon the completion of courses, but upon evidence of more than average ability and performance in the studies chosen.

All students will be encouraged, and indeed required to add to their work in library science certain other University courses, continuing work which they have already begun, or taking up subjects allied to their strictly professional work. The university is seeking for this school a few highly qualified students, rather than for numbers.

It is expected that the graduate work will be devoted almost entirely to the sort of problems which arise in university and reference libraries. There are numerous agencies preparing students for work in public libraries, and it is felt that the University of Michigan might properly keep out of this field and lay emphasis on the work of libraries like its own.

Our Contributors

Tommie Dora Barker, librarian of the Atlanta (Ga.) Public Library and Director of the Carnegie Library School there.

Elsie Cooper is head of the Latin Department of Northwestern High School, Detroit, Mich.

G. A. Diehe is an assistant in the Pasadena (Calif.) Public Library.

Mary Ethel Jameson is librarian of the National Industrial Conference Board, New York.

George T. Settle is librarian of the Louisville (Ky.) Public Library.

Julia C. Stockett is librarian of the Stations Department of the University of Hawaii, Honolulu.

Florence Adams Allen is president of the New York High School Librarians' Association and librarian of the Newton High School, Elmhurst, L. I.

Martha Scott Stuart is librarian of the Warren G. Harding High School, Bridgeport, Conn.

Orlando C. Davis returns to New England on June 1, to become librarian of the Bridgeport (Conn.) Public Library in succession to the late Henry Nichols Sanborn. Mr. Davis is a Dartmouth graduate and was long librarian of the Waltham (Mass.) Public Library which he left for the more important post of librarian of the East Chicago Public Library, leaving this about eighteen months ago for the greater opportunity offered in the charge of the Hammond (Ind.) Public Library.

THE LIBRARY JOURNAL

TWICE-A-MONTH

MAY 15, 1926

THE munificent grant from the Carnegie Corporation for library service thru the American Library Association is splendid testimony to the work of half a century of progress centered and exemplified in the national association. The Carnegie authorities are experts in what not to give as well as where to give; their chief concern, it may almost be said, is in resisting numerous appeals which reach them, and this practical endorsement of the A.L.A. at the completion of its half century crowns the library benefactions of Mr. Carnegie in a way which he would have greatly approved. His first thought was to supply the immediate need of library buildings thruout this country and, to a more limited extent, in his native country and elsewhere, and he wisely insisted that grants for this purpose should be safeguarded by assurance of local support in supplying books and maintaining service. The American Library Association has now justified its right to liberal endowment for library service during its second half century. One million of the Carnegie grant is to serve as a nucleus to inspire gifts from others under the stimulus of an exceptionally strong committee. Another million is to be directly applied for the endowment of library schools, including those already existing and in considerable measure supported by Carnegie funds. A third million is specifically for the endowment of a graduate school in one of our great universities not named but presently to be announced. Payments during the ten years are so arranged, as the funds of the Carnegie Corporation accrue, that the capital grants at the end of the ten-year period will be each a full million dollars, giving a total income of \$150,000 for the three purposes. Meanwhile the direct appropriations, largely in continuance of present benefactions to the A. L. A. and to library schools, aggregating \$1,170,000, bring the aggregate of annual appropriations and capital grants to a grand total above \$4,000,000—an explanation which perhaps accounts for the misunderstanding in press notices hitherto. This covers the extension for ten years of the \$25,000 yearly hitherto made to the New York Public Library School, which amount will go to Columbia with the School. Mr. Carnegie's memory and purposes are thus enshrined in a final gift which will be a worthy and perpetual memorial of his wise generosity.

IT was forty years ago that the first library school was authorized by the trustees of Columbia College, under the stimulus of Melvil Dewey, whose plans were nearly nipped in the bud by the conservative trustees who looked with horror upon the admission of women to academic privileges. The school was opened in defiance of direct protest against this innovation, and this was one of the elements, in addition to the expense involved, which contributed to the removal of the school to Albany, when Mr. Dewey became New York's state librarian. In 1911 Mr. Carnegie made possible the establishment of the Library School of the New York Public Library under the direction of Mary Wright Plummer, whose name must always be held in honor for her great work as a promoter of sound education for librarianship, as well as for library development. She had in mind a school which would carry library training to a higher level, such as is proposed in the present movement for graduate schools. Columbia, with its thirty-four thousand constituency, forty-seven per cent of which last year were women, is ready to welcome back the library school which had its birth in the modest buildings at Forty-ninth Street and which has since, as the New York State Library School, held the first rank, and to take over from the New York Public Library School its later development. This consolidation, authorized by the unanimous vote of the Board of Regents of the University of the State of New York and by similar action of the Trustees of the New York Public Library, should result in a great library school which will have the advantage of close relation with a university library, the greatest system of public libraries in the world, and an unusual number of professional and special libraries.

THE tendency in recent years, illustrated in some of our universities, to assign the larger executive work in their library systems to a man of far vision in a post second only to that of President, while the direct administration, particularly of the academic library remains in the hands of a practiced administrator, has been illustrated at Columbia by the appointment of Dr. Charles C. Williamson as Director of Libraries, inclusive of the work of the consolidated school, and the promotion of Mr. Roger Howson previously

assistant under an acting librarian, to the post of librarian, with special reference to the general library as distinguished from those of the professional schools. In Dr. Williamson Columbia adds to its university staff a man of wide knowledge and experience, in both economic and library relations, of an age which promises many years of good work before him, who has had administrative experience of an unusual sort in his work as head of the Municipal Reference Library and of the Economics Division of the New York Public Library system, and as chief

of the information service of the Rockefeller Foundation, and whose report for the Carnegie Corporation on library schools involves wide and careful study of the problems of education for librarianship. Columbia is looking forward to a library building adequate to the needs of its great and varied student body, comparable with the Widener Library at Harvard and the coming Sterling Library at Yale, which in both cases are memorials of alumni. Perhaps also it may look to alumni generosity for the furtherance of plans which are yet only in the first formative stage.

Current Literature and Bibliography

A helpful short list of "The First Books for a Library" has been compiled for the South Dakota Free Library Commission by Leora J. Lewis, field librarian. Without discount the cost of the whole collection is about \$600. The list gives the D.C. number for each book and it is planned to issue from time to time supplements to keep the work up to date.

The "Courses of Study" by Reginald G. Williams published in Bolton (England) by Hopkins and Sons and in this country by the R. R. Bowker Company, will not be ready for distribution for a week or two. Mr. Williams had all but finished reading the page proof at the time of his death on March 11, and Messrs. Hopkins and Sons write that the work is now practically ready.

Two recent compilations of state library laws in force have come to our notice: a revision of the "Library Laws of Illinois" to include those in force July 1, 1925, compiled by the Library Extension Division of the Illinois State Library; and "Library Laws of South Dakota" in force July 1, 1924, assembled by the South Dakota Free Library Commission, Pierre.

Three more volumes in the "days" in poetry series, compiled by the Carnegie Library School Association of Pittsburgh, and published by the H. W. Wilson Company, are now ready: "Arbor Day in Poetry," "Mother's Day in Poetry," and "Easter in Poetry." The poems are printed on one side only of a large page so that they may be cut apart and mounted on cards for various uses.

Information on the Jean-Jacques Rousseau material in the J. Pierpont Morgan Library is made available by Albert Schinz, professor of French literature at Smith College, Northampton, Mass., in v. 7, no. 1, of the Smith College Studies in Modern Languages, entitled: "La Collection Jean-Jacques Rousseau de la Bibliothèque J. Pierpont Morgan . . ." Thirteen letters are transcribed, there are three autograph

facsimiles, and a list of works by Rousseau or relating in whole or in part to Rousseau.

In the *Pomona College Quarterly Magazine* (Clermont, Calif.) for March, Willis H. Kerr writes interestingly on the College's recently acquired rare volume "La Relacion y Comentarios del Gobernador Alvar Nuñez Cabeca de Vaca de lo Acaescido en las Dos Jornadas que Hizo a las Indias," the story of the first transcontinental "hike," published in 1555 at Valladolid.

In the April *Legislator*, the monthly publication of the American Legislators' Association (Equitable Building, Denver, Colo.) Luther E. Hewitt, librarian of the Law Association of Philadelphia, writes on the need for a ready means to an acquaintance with recent laws of general interest. This need has been voiced several times since the American Bar Association at its first meeting in 1877 gave it expression, and efforts have been made to meet it. At present there is a bill in the hands of the Judiciary Committee of the House of Representatives, (H. R. 9174) which would secure the biennial indexing of the laws of the states, and a companion bill provides for the revision and printing of the "Index to Federal Statutes."

The ten outstanding articles in the May magazines, as selected by the librarians' council of the Franklin Square Subscription Agency, May, 1926:

- The new industrial era. Charles Edward Russell. *Century*.
- Who owns America? John T. Flynn. *Harpers*.
- The truth about advertising. Ernest Elmo Calkins. *Atlantic Monthly*.
- The church and the law: a protest. Bishop Charles Fiske. *Harper's*.
- On a certain condescension in Americans. Agnes Repplier. *Atlantic Monthly*.
- What France thinks of her allies. André Tardieu. *Harper's*.
- A leader in new Japanese art. Caroline Singer. *Scribner's*.
- East by west. Special number of *Survey Graphic*.
- The stripped atom. Robert A. Milliken. *Scribner's*.
- Keeping instalment selling on a sound basis. W. W. Newton. *System*.

Library Book Outlook

THE noteworthy new books of the past two weeks are unusually numerous, and of an exceptionally high level of quality.

Biography leads, perhaps, with *The Political Education of Woodrow Wilson*, by James Kerney (Century, \$4), an account of Wilson's political career; *The Magnificent Idler*, by Cameron Rogers (Doubleday, Page, \$2.50), a new biography of Walt Whitman; *Havelock Ellis*, by Isaac Goldberg (Simon and Schuster, \$4), apparently the first comprehensive biographical and critical study, in book form, of this noted personage; *Joan of Arc*, by Joseph Delteil (Minton-Balch, \$3), a French biography that was awarded the Prix-Femina-Vie-Heureuse, in France, in 1925, as being the best French work of imagination published in that year; *After the Ball*, by Charles K. Harris (Frank-Maurice, \$4), the autobiography of the well-known composer of popular heart-songs; *Herman Melville*, by John Freeman (Macmillan, \$1.25), and *Swinburne*, by H. G. Nicolson (Macmillan, \$1.25), both in the well-known English Men of Letters series; *Warriors in Undress*, by F. J. Hudleston (920, Little, Brown, \$3.50), revealing the frailties, humors, and conceits of Wellington, Garibaldi, Baron von Steuben, Frederick Augustus, and others; and *The Book of the Rogue*, edited by Joseph Lewis French (920, Boni and Liveright, \$3), a collection of studies, by various writers, dealing with several noted scoundrels of fact, together with two of fiction.

Six noteworthy books of travel and description are offered in: *The Glamour of British Columbia*, by H. Glynn-Ward (917.1, Century, \$3), in which a sport-loving woman recounts her varied and often thrilling experiences with a camera in Western Canada; *The Spell of French Canada*, by Frank Oliver Call (917.1, Page, \$3.75), issued in the excellent Spell Series; *The City of the Sacred Well*, by T. A. Willard (913.7, Century, \$4), a narrative of discoveries made in Yucatan by Edward H. Thompson, together with some discussion of the culture and development of Mayan civilization; *Indian Dream-Lands*, by Margaret G. Mordecai (915.4, Putnam, \$3), combining significant and unfamiliar facts of history with appreciation of the romance and color of India, and adding shrewd comments on modern conditions under English rule; *Lands of the Caribbean*, by Frank G. Carpenter (917.29, Doubleday, Page, \$4), in the Carpenter's World-Travels series; and *The Mauve Decade*, by Thomas Beer (917.3, Knopf, \$3.50), consisting of articles on American life at the close of the nineteenth century.

Historical books include *Midas, or the United States and the Future*, by C. H. Bretherton (973, Dutton, \$1), an optimistic forecast, by an English writer, issued in the To-day and To-morrow Series; *New England in the Republic, 1776-1850*, by James Truslow Adams (973, Little, Brown, \$5), an Atlantic Monthly Press publication, completing the author's "Founding of New England" and "Revolutionary New England"; *Four Years Beneath the Crescent*, by Rafael de Nogales (940.9, Scribner, \$3.50), a war-book by a South American soldier of fortune, who, refused recognition by the Allies, served throughout the struggle under the Turkish flag; and *The Decline of the West*, by Oswald Spengler (901, Knopf, \$6), a noted, pessimistic German attempt to determine the future course of Western civilization, originally published in 1918, when it caused much comment.

In the field of Sociology we have *Oil-Imperialism*, by Louis Fischer (380, International Publishers, \$2), telling the story of the international struggle for supremacy in petroleum; *The Consumers' Co-operative Movement in Germany*, by Theodor Cassau (334, Macmillan, \$3), the first adequate account of the only Continental movement that can compare in efficiency and success with that of Great Britain; and *Education and the Good Life*, by Bertrand Russell (372, Boni and Liveright, \$2.50), an excellent guide to what may be called the non-controversial elements in the present-day ideal of education.

The Romany Stain, by Christopher Morley (814, Doubleday, Page, \$2.50), is a new volume of essays, chiefly concerned with France and England. *Notorious Literary Attacks*, edited by Albert Mordell (809, Boni and Liveright, \$2.50), is a compilation of fifteen critiques of well-known works of literature. *The Dybbuk*, by S. Ansky (892, Boni and Liveright, \$2), is a four-act Jewish folk-play that has proved a success on the New York stage.

Other interesting new non-fiction titles are: *Scientific Humanism*, by Lothrop Stoddard (149, Scribner, \$2), offering suggestions for sound thought and action in this age of transition and unrest; *The Whalers of Akutan*, by Knut B. Birkeland (639, Yale Univ. Pr., \$3), an account of modern whaling in the Aleutian Islands region; *Astronomy To-day*, by Theodore Moreux (520, Dutton, \$4), in which a French astronomer discusses the latest explanations of problems that have for a long time puzzled the scientists; and *The Mountains of Youth*, by Arnold Lunn (796, Oxford Univ. Pr., \$4.25), a book of Alpine essays, by one of the best-known

English mountaineers and ski-runners, illustrated with eighteen photographs taken by the author.

The fiction titles of note comprise the following: *The Great Valley*, by Mary Johnston (Little, Brown, \$2), a tale of pioneer-life in the Shenandoah Valley region in the period of the French and Indian Wars; *Hangman's House*, by Donn Byrne (Century, \$2.50), a romance of modern Ireland; *The Silver Stallion*, by James Branch Cabell (McBride, \$2.50), the last of the

author's Poictesme romances, forming a sequel to "Jurgen" and "Figures of Earth"; *After Noon*, by Susan Ertz (Appleton, \$2), which tells of the love-affairs of an Englishman of forty and his twin daughters; and a translation of Jacob Wassermann's *Oberlin's Three Stages* (Harcourt, Brace, \$2.50), which is a study of the mental development of a young German.

LOUIS N. FEIPEL.

Library Organizations

American Library Association

THE ATLANTIC CITY CONFERENCE

HOTEL rates and the outline of the general sessions program were given in the *LIBRARY JOURNAL* for May 1 (p. 437).

Section and other group meetings will be held on the afternoons of Tuesday, October 7, Monday, Tuesday and Friday, October 4, 5 and 8, and on Thursday morning, October 7. Thursday afternoon has no scheduled meeting. Wednesday, the anniversary of the founding of the A. L. A., will be spent at Philadelphia.

Tentative plans for group meetings call for one session of the A. L. A. Agricultural Libraries' Catalog, Children's Librarians, College and Reference, Lending, Professional Training and Trustees sections, and two for the School Libraries' Section; one or two round table meetings on Art Reference, County Libraries, Hospital Libraries, Library Buildings, Order and Book Selection, Public Documents, Religious Books, Small Libraries and University Library Extension. Two affiliated associations will hold one session each—the Special Libraries, and the State Libraries associations; the League of Library Commissions will join with the A. L. A. in its anniversary, holding, probably, no separate meeting; and the Bibliographical Society one session.

The A. L. A. has investigated the following smaller hotels, boarding and rooming houses: *European* plan: Mrs. O'Reilly's, 104 S. Montpelier; \$25 and \$30 weekly for two; single rooms \$3 a night. Mrs. Schull's, 9 S. Montpelier, \$3 a night; Mrs. Van Dyne's, 5 S. Morris Avenue, \$30 weekly; Mrs. Miller's, 28 S. Boston Avenue, \$4; Mrs. Juster, 34 S. Iowa Avenue, \$3 to \$5; Chelsea Haven, \$6 for two.

American plan: Mrs. Hay's, 105 S. Montpelier, single, \$7 and \$8; double, \$12 to \$15; Mrs. Mellor's, 28 S. Boston Avenue, \$6; Chelsea Haven, \$7.

The Women's Club, opposite the Ambassador, can accommodate a score of people at \$2 and \$2.50 daily. Mrs. Green, 34 S. Iowa Avenue, offers accommodation at \$5 to \$8.

Florida Library Association

THE seventh Florida Library Association meeting at Eustis, April 8-9, opened with fifty delegates and visitors present, and Mrs. Anne Van Ness Brown, of Sanford, presiding.

An interesting paper, given by Miss Cora Miltimore, of the University of Florida, told of the history of the Florida Library Association, from its Orlando meeting in 1920.

Followed a paper on the A. L. A. jubilee, by Helen V. Stelle of Tampa, and a talk by Mr. Bohnenberger, of the Jacksonville Library, on "Some Old Books of Florida," outlining the sources of Florida history and pointing out that librarians should have knowledge of the value and accuracy of Florida historical works in order that their collections might contain only those works reliable historically. "Florida Books of 1925" were treated by Elizabeth V. Long, of Jacksonville, an item of special interest because of the variety of subjects treated by Florida authors during the past year.

The "motorcade" given on Thursday afternoon by the Eustis Chamber of Commerce over the city and environs, and dinner at the Grand View hotel preceded the inspiring talk of Hon. William A. MacKenzie, member of the state legislature, on the Association's efforts to secure a state library board.

On Friday morning Miss Margaret Anne Fife, of Miami, gave a forceful talk on training for librarianship, discussing the various library schools. Next came a general round table session on legislation and extension work. Miss Brumbaugh, of Orlando, gave a brief history of county libraries from the first one in Indiana in 1818 to the present nation-wide system. She gave the points which should govern county library laws and cited the states in which these laws prevailed. Mrs. Maude E. Clark, of Sanford, told of county libraries in California, "the best system of any state in the union." Mr. Marion, of Jacksonville, presented a comprehensive view of legislation reference service, and recommended that the legislature strengthen the facilities for service by appropriations that

will enable the State Library to secure an adequate and well trained personnel, a high grade collection of books and documents, and a place in which modern and accessible service can be rendered to the state departments, the libraries throughout Florida, and to the citizens in general.

The annual prize given by the association for the best poster was awarded to the Orlando Public Library for its poster on the story hour. Honorable mention was made of World of Books submitted by the Jacksonville library, and Books about Florida submitted by the Tampa library.

Mrs. Brown, in her presidential address, outlined the important State library board bill passed at the last session of the state legislature, which bill provides for the creation of a state library board composed of three members appointed by the governor, the board to elect a trained librarian as secretary, and employ such other help as is needed to organize the state library and carry on library work in the state. The appropriation of six thousand dollars will mean much, especially to the younger and smaller libraries, to have assistance from the secretary in matters pertaining to organization and administration. Credit is due to Mrs. Brown, and to her legislative committee, for their persistent efforts in the passage of the bill after years of patient effort by those interested in library progress.

Southeastern Library Association

HIgh School libraries were the principal theme of the fourth biennial conference of the Southeastern Library Association. Three sessions were devoted to the interest of the American Library Association committees holding spring conference at Signal Mountain Hotel at the same time the Southeastern Association had convened. Splendid thoughts finely expressed characterized Adam Strohm's contribution "Education for Librarianship." Inspirational was George Locke's contribution on the meaning of librarianship. To the cordial greetings of Mayor Hardy and of the Chattanooga Public Library Board given by Mr. John H. Cantrell, Whitman Davis of the A. and M. College, Mississippi, responded characteristically, and the President's excellent address on "The Library in the Advancing South" was of great interest to all. He dwelt upon school libraries, college, university, public, and county libraries, and library schools, and he pleaded for a professorship of books as a part of the library program for the future.

Animated discussion followed a fifty-five minute summary of the work of the commission on adult education. Charles E. Stone gave an interesting account of the Nashville conference on adult education, and Herman H. B. Meyer,

of the Library of Congress, interested his audience with an account of the work with the blind.

The College libraries sections talk had as much of a literary as of professional flavor, with Charles Shaw and Duncan Burnett as the principal contributors. Public libraries and commissions with Jesse Cunningham as the chairman, talked of a study of southern public library budgets, book resources, and staffs. Miss Barker's summary is given elsewhere in this number. Statistics of vital information were crowded into George Settle's paper on the "Status of work with Negroes," printed in this number. High school and children's librarians, with Mrs. C. L. Davidson presiding, talked of budgets and book resources for high schools (handled by Miss Cox of Atlanta), the service expected of school librarians by the school superintendent, and desirable instruction in the use of high school library materials and credit therefor. Catalogers, with Miss Thompson of Birmingham as chairman, considered cataloging in the small library, cataloging local history material, training assistants for the catalog department, activities of regional catalog groups in other sections of the country, and what the organization of catalogers could mean to the Southeastern Library Association. The traditional book dinner played an important part on the program with Miss Mary U. Rothrock as chairman, and the address of Charles F. D. Belden, president of A. L. A., on "Some Phases of the American Library Association," was thoughtful and delightful.

Clarence B. Lester, in speaking of the national extension study, findings, and tentative program, and Miss Merrill interested an eager audience. Miss Culver's account of the Louisiana experiment was wonderfully interesting, and Miss Templeton's "Providing Library Service thru the County Library" was one of the ablest contributions to the program. Discussion on the state and of the county as units and of other units, was animated, as was that of Negro library service. The committee on objectives submitted the following: Provide adequate public library service for every person in the southeastern states. Develop a strong state library extension agency in each state to lead in the library development of this state, as well as to give supplementary book service and direct service until public library service is developed. Spread over the counties or other large units public libraries until all of the people are served. Secure strong public libraries built on public opinion, and educate the public as to their value and to standards of service.

*Abridged from the report of
NORA CRIMMINS, Secretary.*

In the Library World

New York

PROSECUTION of the building policy at Columbia University has furnished more room for its book collections. With the completion of the Business building the library of the School of Business was transferred to spacious quarters there from its cramped accommodations in the Journalism building. The Industrial Relations collection, previously stored in the main library building, and the Marvyn Scudder Financial Library, rescued from the basement of Schermerhorn Hall, were added to it.

Another important increase in facilities was the equipment in University Hall of the reading room for extension students, which provided seating and working accommodations for one hundred and thirty-two readers, and books for fifty-six extension courses. This, even more than was anticipated, relieved the congestion in the general reading room of the main library and departmental reading rooms, used by full-time students.

The year's most important addition to the resources of the library in a single direction was in foreign law, among them 1661 volumes from the personal library of the Italian statesman, Francesco Crispi. The most important single accession is a manuscript volume with the modern title-page "Il Ottavo Libro d'Architettura . . . por Sebastiano Serlio." This is in all probability the only great manuscript on Renaissance architecture left unedited. "The extraordinary value of the manuscript lies not only in that it is a lost volume announced for publication 367 years ago, but also in the fact that Serlio was the arbiter of the Renaissance in France, and that in this, the most important of his volumes, he lays down the principles governing domestic architecture, the field in which the French Renaissance first found expression" (report of Acting Librarian). The year's accessions numbered 41,775 volumes, bringing the total collections to a million and a quarter volumes.

A RECORD circulation of not far from a quarter of a million books and the installation of the First Ward Branch Library in the Daniel S. Dickinson School in a room provided and equipped by the Board of Education were outstanding events in the history of the Binghamton Public Library last year. One hundred columns of newspaper publicity appeared in the *Sun* and the *Binghamton Press*. By the will of the late May Seymour the library received a bequest of \$2,500 in memory of her father, the second of the name, a prominent lawyer in

Binghamton, to be known as the "Lewis Seymour Americanization Fund." The circulation of pictures from the mounted picture collection was 1,389. Library service at the City Hospital was begun in March, 1925. Two assistants went from the main library to the hospital once a week, taking books which were put on a truck built by the hospital engineer and rolled thru the halls and into the wards. The circulation there was 3,807. This annual record of the library (W. F. Seward, librarian) appears in a report skilfully written and arranged, convenient to hold and read, and attractively printed in Garamont type.

Maryland

TALBOT County Library Association opened its library in Easton last October 17th with 2,500 volumes and prepared to distribute books to sixteen points in the county. Washington, Frederick and Hartford counties and the cities of Cumberland, Annapolis, Cambridge, Hurlock, Hyattsville and Laurel also take advantage of the state's county library law.

A year or more ago the Maryland Public Library Advisory Commission established certain standards of service for the libraries of the state as to number of volumes, time of keeping open the library, qualifications of librarian, and compensation paid. For libraries attaining the maximum standard, reference books suggested by the library and approved by the Commission to the value of \$30 are given. To libraries reaching the second grade, reference books worth \$20 are given, and to newly opened libraries, established under the Maryland law, \$20 worth of books is given. During 1924 and 1925, the period covered by the report of the Commission, 386 traveling libraries, with a total of 13,225 books, were circulated, sent to 145 stations in 21 counties. Eleven of Maryland's thirty-five libraries (including nine subscription libraries) are supported entirely or partially by public funds.

District of Columbia

FROM a few hundred books collected in 1882 by Prof. James Russell Soley of Massachusetts, the library of the United States Department of the Navy has grown to 55,500, exclusive of government documents, according to a report of the April meeting of the Special Libraries Association of Boston in the *Boston Globe* for April 27th. In 1881 Capt. John G. Walker, when appointed chief of the Bureau of Navigation, began to collect records of the Navy in the Civil War, with a view to having them published. At the end of four years this work

was also handed over to Prof. Soley, and under him the library and the Naval War records were brought to a high state of efficiency. Capt. Dudley W. Knox is now in charge of the library. In the collection are one book published in 1482, six published in the 16th century, and thirty-one in the 17th century. Theodore Roosevelt's naval history of the War of 1812 was written in part in the library rooms, and Santos Dumont, and Admiral Hood and Admiral Sowerby of the British Navy were other frequent users of the library.

UNIT No. 3 of the greater George Washington University building plan will be built as soon as the necessary funds are on hand, according to the *Alumni News* for April 1926. The Board of Trustees so decided last February, also voting that an immediate effort should be made by the University to raise the necessary money. The building will be placed north of Corcoran Hall, facing on 21st and H streets, and will contain the Arts and Sciences Library, laboratories, reading rooms for men and women and numerous lecture rooms. In ten years the enrollment at the university has increased 200 per cent, the student body numbering 5,713 last year.

Ohio

AN unusual number of contributions to the American library movement have been made by the Youngstown Public Library at the same time as it was giving to the city more service at less cost than most American cities enjoy, Joseph L. Wheeler pointed out in his last report, covering a decade, to the trustees of the Reuben McMillan Free Public Library Association. The reorganization of its routine methods resulted in the publication of a 400-page book, "The Library and the Community," and four editions of a "Staff Instruction Book." The project of "Home Reading With School Credit" in Youngstown schools led to the library's selling supplementary material for this in quantities to other cities here and abroad. Books circulated in 1925 amounted to 689,770 volumes, a sharp contrast to the 156,886 circulated ten years before.

THE first anniversary of Cleveland's new Main Library building, May 6, was marked by the unveiling of a portrait of William Howard Brett which is to hang in Brett Hall, the library's great reading room, as a memorial to one who as librarian for thirty-four years took for "his great work . . . the humanizing and socializing of the Public Library. He was a great educational leader in his clear broad conception of the library as an institution which informally supplements and continues through life the educational work begun by the public

school." At the time of the unveiling the library was host to the North Central and North Eastern District meetings of the Ohio Library Association, which association was founded by Mr. Brett. The portrait is by Mr. James Weiland of New York and is the gift of Mr. Ernest A. Weiland of the Weiland Company of Cleveland.

The work of beautifying the new building goes on apace and in a short time several murals in the style of the Italian Renaissance will be in place.

Indiana

INDIANAPOLIS, Fort Wayne, Evansville, Evansville (Willard) and South Bend are the first five in point of population among Indiana cities and the first so grouped in the table of "Libraries in Indiana Municipalities Arranged by Population" in the first annual report of the newly organized Indiana Library and Historical Department for the fiscal year ending September 30, 1925. A bill was recently signed by the governor granting to the South Bend library board the right to issue bonds for the purchase of ground and for the construction of library buildings. No statistics for this library appear in the table. Indianapolis has 371,751 volumes and last year circulated 1,762,387. The next five are Terre Haute, Gary, Muncie, Hammond, and East Chicago,—Gary with a circulation of 485,665; Kokomo, Anderson, Richmond, Elkhart, and Marion follow. Other tables provide a list of libraries arranged alphabetically by towns, and give itemized accounts of library expenditures made and library service rendered.

The Library and Historical Department was created by an act approved March 6, 1925, and consists of the four departments which were formerly known as the state library, the public library commission, the historical commission and the legislative reference bureau. The new department consists of three co-ordinate divisions which are known, respectively, as the library division, combining the work of the former state library and the public library commission; the historical bureau, which has the same duties as the former historical commission; and the legislative bureau, which has the same duties as the former legislative reference bureau. The board which has charge of the Library and Historical Department is known as the Library and Historical Board, and has five members, appointed by the governor on recommendations of the state Trustees Association, Library Association, Historical Society, and State Board of Education, with one appointee selected by the governor. The Public Library Commission in its last seven months devoted much time to library organization.

Wisconsin

FIFTEEN thousand volumes have been put in order in Johnston Hall at Marquette University in Milwaukee by Irma Hochstein, director of the Marquette Central Bureau of Statistics and Information, assisted by girls taking library courses, and the Rev. Augustine Siebaur, S. J., has been appointed librarian. A collection of 1500 theses in German, Spanish, French and English was recently added to the library.

Texas

IN a building originally designed for 60,000 books the Rosenberg Library of Galveston is obliged to store 75,000 volumes, some 60,000 pamphlets, over 6,000 manuscripts and a large number of maps and pictures, besides an already extensive and growing collection of local historical relics and other museum articles. Plans for changes and improvements in the building were interrupted by the war. Some space has since been utilized in the basement and attic. Frank C. Patten, the librarian, asks the trustees in his annual report for 1925, published in the *Galveston Daily News*, to carry out the original plans for expansion. The colored population have a new library room of which they are very proud, in the new Central High School building for colored students. There is a separate entrance for public use. Over ninety-one thousand was the year's record of circulation of books in the entire system.

Ontario

ALMOST as old as the province itself is the library movement in Ontario. The first migration into the province was made in 1783, when it was practically an unbroken forest from the Ottawa River to Lake Huron. In 1792 the province of Upper Canada was constituted and next year the first legislature assembled at Newark (Niagara). In 1793 ground was broken for the new capital at York, and so Toronto was founded. The first library in the province was organized in Niagara in 1800 by forty-one men, called the "proprietors," who paid an annual fee of four dollars, according to the first chapter of "The Ontario Library Association; an Historical Sketch, 1900-1925" (Toronto: The University of Toronto Press, 1926, cl., 195p.). This library continued to serve its members till 1832. A few years later, in 1848, a Mechanics' Institute was organized in Niagara, which has been in constant operation, tho its name was changed in 1895 to a public library.

Mechanics' Institutes, similar to those opened in London and Glasgow in 1823, were, in fact, forerunners of the present public libraries. In 1835 the Legislature made its first grants for library purposes, granting by special statutes

\$800 to the institute at Toronto and \$400 to that at Kingston. By 1857 the legislature was paying grants of \$200 to fifty-eight institutes. Immediately after Confederation the Mechanics' Institutes were placed in the Department of the Commissioner of Agriculture and Public Works (1868) and remained in this department until 1880, when they were transferred to the Department of Education, under the Supervision of the Minister of Education. In 1882 came the Free Libraries' Act, the most important step in Toronto library history. The Act was apparently based upon the Ewart Bill of 1850, the creator of the public library in England. The main provisions of the Free Libraries Act were the establishment of free libraries by vote of the ratepayers; their administration by a Board of Management appointed by the Board of Education or Public School Board, by the Council and by the Separate School Board, the Mayor being a member *ex-officio*; for their maintenance by taxation to the maximum amount of a half-mill rate; and for the transformation of the Mechanics' Institutes into Free Libraries. Toronto was the first to adopt the Act (1882). In 1925 it had 206 free public libraries in addition to the 289 association libraries which charge a small fee. Another important step in the development of the library movement was the appointment in 1880 of a Superintendent or Inspector, who should become responsible for the supervision of the mechanics' institutes and allied agencies, under the direction of the Minister of Education. Dr. S. P. May was the first occupant of this office. His successors have been T. W. H. Leavitt, W. R. Nursey and W. O. Carson.

In 1900 the time was ripe for an advance movement in the public library system. In that year 389 public libraries (free and association) reported to the Inspector of Public Libraries a circulation of 2,534,711, with 989,050 volumes, and total assets of \$1,024,300. Following the first meeting of the American Library Association to be held in Canada, which convened in 1900 in the city of Montreal, the Canadians present were stirred to take action to secure similar co-operation for Canadian libraries. A Provisional Committee was appointed, which decided that a Dominion Association was impracticable and that an Ontario Association should be organized.

The minutes of the Association from the first meeting to last year's, given in this book, tell the story of its service to the public library movement in Ontario in considerable detail. Statistics, programs, lists of officers, photographs of presidents and of typical library buildings add to the completeness of the record. In proportion to population Ontario now has the

largest number of public libraries of any country, state or province in the world, states the Minister of Education. They are directed by 325 trained librarians and assistants. There was no library periodical in 1900. Ontario libraries now have the *Ontario Library Review*, a book selection guide edited and published by the Department of Education.

France

LATVIA, where instruction in English is compulsory, Lithuania, and Czechoslovakia have been mentioned as countries to receive consignments of Library War Service books from the American Library in Paris. The seven or eight thousand books represent donations which arrived from America to be used in the camps, and which, at the close of the war, were shipped to the library from all parts of Europe. Edgar Rickard, director-general of the American Relief Association, has promised that his organization will bear the expense of crating and shipping the books to approximately one hundred points on the Continent. An American Room in the library to be placed at the disposal of students interested in the study of American literature is in contemplation.

Library Opportunities

No charge is made to advertisers in the LIBRARY JOURNAL for the insertion of notices in this department.

POSITIONS OFFERED

The Chicago Civil Service Commission has called an examination for High School Librarian, which position is under the joint administration of the Public Library and the Board of Education. Salary, \$1,800 to \$2,100 for the usual school year. College education and previous experience will count heavily. The examination will be held on May 27th and will be "non-assembled," meaning that applicants may take it at their homes. Address inquiries to C. B. Roden, Librarian, Chicago Public Library.

General assistant for temporary position in public library, Savannah, Ga., from July 1 to October 1. Requirements: library school training or satisfactory experience. Salary dependent upon experience and training.

Pacific Northwest Library has opening for branch librarian, salary \$115 a month. Tacoma Public Library, Tacoma, Washington.

Wanted, head cataloger in library of Berea College and Allied Schools, Berea, Ky. Library of 50,000 volumes, staff of six (four library school graduates) and thirty student helpers, serves all departments from grades to college, also the town and outlying mountain districts. Applicant should be well equipped in education and experience, adaptable in temperament and of positive Christian character. An opportunity for any one interested in the Southern mountain people or in an unusual educational project, who enjoys outdoor beauty and simple living in a community of live young people. Salary moderate but commensurate with cost of living. Apply to Miss E. K. Corwin, librarian.

The St. Benedict's College, Atchison, Kansas, wants a trained library cataloguer and classifier, preferably a

Catholic, who can assume entire responsibility for his work. The L. C. Classification will probably be adopted. Salary will be about \$2400. Candidates should address: Rev. Colman Farrell, O.S.B., Librarian.

St. Thomas's College, Scranton, Pa., needs a man, preferably a Catholic, to act as librarian. Details as to the size of library, system used, etc., will be given by the President, Rev. Brother Lewis.

Wanted, librarian for library of 13,000 volumes, in Montana town of 8,000. Position open August 1st. Beginning salary \$1,650. L. P. L. 10.

POSITIONS WANTED

Position wanted in western library by university graduate with one year's training in a two-year library school, and experience in college library. Cataloging preferred. A. I. 10.

Reference librarian with several years experience in public and private libraries, college graduate, wishes position on staff of university extension service or of summer school. M. C. 9.

Trained librarian with experience as children's librarian; organizer of work with children and work with schools; librarian in a public library; and hospital librarian, wishes position as librarian in a medium sized progressive city. U. S. 10.

Reference librarian with several years experience in private and public libraries, college graduate, wants position on the staff of a university extension service or of summer school. M. C. 10.

Young woman with college degree and library school training, and experience in both university and public libraries, desires a position as librarian of small college, high school or public library. Would consider reorganizing. Eastern location preferred. H. S. 10.

College graduate, with one year of library school training and experience in various departments of public, high school, and college libraries, desires position as head of a cataloging or loan department or training class. E. L. 10.

Young woman with three and a half years' library experience in New York Public Library, wants position. Good reference. Salary \$120. N. P. 10.

Young girl, college graduate with one year of library school training and three years of experience in reference work, wants position in medium size library, preferably in the East, as reference librarian or head of circulation department. Salary \$1,800-\$2,000. E. N. 10.

Available September 1st, librarian, college graduate and library school trained. For the past five years in charge of a college library of 70,000 volumes. Wants executive position in Southwest or far West. F. B. 10.

Librarian, college and library school graduate with nine years' experience in college library, desires position as librarian of small college library or as assistant librarian of a larger college library. Would prefer position in the East or South. L. B. 10.

Wanted, by an experienced assistant librarian, a position in a town library in New England. J. B. S. 10.

I can highly recommend lady, twenty-five years of age, as assistant in college or city library or as librarian of a high school or small library. Three years of successful experience and competent in every phase of library work. College degree. Can begin work in September. C. Edwin Wells, librarian, Northwest Missouri State Teachers College, Maryville, Mo.

Recent Bibliographies

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Cover, J. H. Advertising; its problems and methods. Appleton. 4p. bibl. \$3.

ALFALFA

Stewart, George. Alfalfa-growing in the United States and Canada. Macmillan. 35p. bibl. \$3.50. (Rural science ser.)

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Calendar

Many state associations have decided to hold their annual meetings in the summer instead of in the fall, so as not to conflict with the A. L. A. Fiftieth Anniversary Conference. The dates chosen were given in the LIBRARY JOURNAL for April 1, p. 350.

Meetings recently announced are:

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New Reference Publications of Interest to Libraries

Publishers' Announcements of Recent Titles

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Associate Editor, R. W. Hegner, Johns Hopkins University

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Wanted—Pan-American Magazine, Dec., 1923, and Jan. and Feb., 1924. Kansas City Public Library, Periodical Dept.

Wanted, to exchange vols. 7 (1841), 11 (1845), 15 (1849), 16 (1850), of the Southern Literary Messenger for vols. 1 (1835), 12 (1846), 13 (1847), 23 (new series) (1856). Wake Forest College Library, Wake Forest, N. C.

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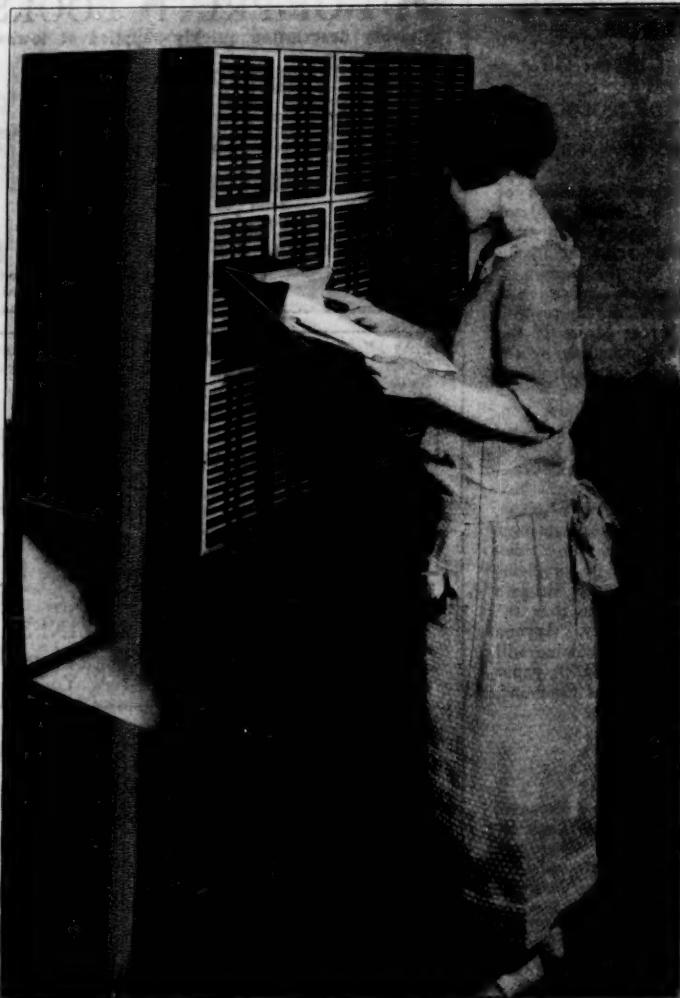


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